DOCUMENT RESUME

ED 166 182 95 SP 013 821

TITLE Compiling and Using Instructional Games. Description of Teacher Inservice Education Materials.
INSTITUTION National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Jul 77
CONTRACT 400-76-0091
NOTE 8p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Classroom Games; *Educational Games; Elementary Education; *Inservice Teacher Education; Instructional Materials; *Programed Materials; *Teaching Skills; Validated Programs

ABSTRACT

The programmed instructional materials described here are designed for use in an inservice teacher education program focused on enabling teachers to select, design, and use a wide variety of instructional games. Information is provided on the purposes and content of the materials as well as activities and resources involved. A critique, history of development, and ordering information are also included. (DS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED166182

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Title: COMPILING AND USING INSTRUCTIONAL GAMES

Publication Date(s): 1970

Intended Users: Pre and inservice for teachers who want to use instructional games to meet many different objectives and to choose the game most appropriate to reaching a desired goal

Grade Level(s): Elementary

Number: The developers anticipate that teachers will work in groups of at least two with a resource person.

Primary Focus: The intent of the product is to enable teachers to select, design and use a wide variety of instructional games.

School subject(s) and/or inservice topic(s) covered: The school subjects for which games discussed here are developed are: reading (vocabulary building, word recognition and analysis and reading comprehension), math, social studies, and logic.

The inservice topics covered are: selecting game categories, assessing games as to their appropriateness to the interest, ability and achievement levels of students; designing games that are suitable to the situations they are to be used for, and selecting and creating materials with which to make games.

What participant does in using the materials: The participant uses a programmed instruction text (indicating pretests, tasks, readings, and posttests), viewing a sound-synchronized filmstrip, and reading. The developer recommends a group (at least two people) inservice workshop conducted by a resource person who is knowledgeable about the subject.

Resources: The training design includes one programmed instruction text (3 pages) and requires additional study of two components, a multi-media program (1 20-minute sound synchronized filmstrip on teaching reading with games), and a report (87 pages) on the results of a survey of 113 teachers who have used simulation/games. The describer does not state the required inservice time. The developer recommends a minimum of three hours.

Describer critique: Teachers will learn how to use games to promote learning of a particular technique and to enrich or reinforce specific knowledge or skills. Particular attention is given to selection, construction and use of games to teach reading. A survey examines and describes how teachers use games, goals for their use and outcomes for students who participate in games. The programmed text is narrow in scope and short on depth, and is well complemented by the additional components.

SP013 821

1.0 PURPOSES:

Rationale

The developers state in the introduction:

"Everybody likes to play games; but games can be more than just fun, and for this reason can have a definite place in the school curriculum.

"The use of games is an important technique. Games provide students with opportunities to be physically, mentally and emotionally involved, with a particular concept or skill, and with other students. Games provide opportunities for students to be involved at levels seldom available outside the game situation.

"An appropriate instructional game, presented to students in a manner that makes them really want to play, will do much to facilitate desired outcomes.

"What could be more conducive to learning than the relaxed atmosphere of fun with games?"

Goals

The program goals are to enable teachers to select, design and use a wide variety of instructional games.

Objectives

GENERAL OBJECTIVE: The developers state in the introduction:

"To facilitate learning by becoming familiar with and utilizing many different kinds of instructional games that are appropriate to the instructional needs, abilities and interests of the students involved and are fun for students to play.

Specific Objective 1:

"Given the categories into which instructional games may be classified, you will describe one game for each of the categories listed that may be played by students in the classroom. Acceptability of choices will be determined by the resource person, using criteria contained in this module, with 100% accuracy required.

Specific Objective 2:

"Given a group of children with a specific educational need, you will describe an instructional game appropriate for these children that will meet the given need and receive no more than two "NO" answers on the 'Check List for Evaluating Instructional Games.'

Specific Objective 3:

"Given a group of children and an instructional game appropriate for these children, you will present that game to the group in a manner that meets 90% of the criteria in each part of the 'Check Lists for Evaluating an Instructional Game Presentation,' as completed by the resource person.

Specific Objective 4:

"Given a bibliography of books, pamphlets and articles about instructional games, you will utilize some of the many materials available to collect ideas for new, creative classroom activities."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

I. Compiling and Using Instructional Games

This module focuses on four aspects of the compilation and use of instructional games. First, the teacher is aided in classifying games to help him become aware of the many different kinds of instructional games that can be used. Then he learns to choose games that are appropriate for the children who will use them. The third aspect of this module involves the performance skills necessary for an effective presentation. Finally, the teacher is introduced to a variety of printed materials from which he can accumulate instructional game ideas he can use in his classroom. Activities are primarily designed for the teacher of the elementary school child. (37 pages).

II. Teaching Reading With Games

This sound filmstrip familiarizes teachers with a number of reading games and devices of a self-directive nature. These games are designed to interest and motivate pupils while providing extra practice in word recognition, word analysis, and reading comprehension.

The games described in this filmstrip can be made from such materials as pieces of cloth, tagboard, paper clips, cookie pans, and checker boards. They can be prepared by the teacher alone or with the aid of the students. Two groups of games are described in the filmstrip -- sight vocabulary building games, and phonics games. (20 minutes listening time)

III. Simulation/Games in Social Studies: A Report

The study presents the results of a survey of 113 teachers who have used simulation/games. The survey examines the types of games teachers were using, the placement of games in a curriculum plan, the range of grade levels at which games are being used, teacher goals in using games and teacher developed outcomes for students who participated in games (87 pages)

Sequence

The programmed text is followed in the sequence of its outlined tasks. Neither developer nor describer recommend a preferred sequence of studying the three components.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *in*service activities:

The participant follows the programmed text (pre-posttests tasks, evaluation by a resource person) and uses two additional components, readings and viewing a sound-synchronized filmstrip. A minimum of two teachers will work with a resource person to provide feedback and discussion on the programmed text.

3.2 Help given in use of product:

The developers state in the introduction:

"INSTRUCTIONS TO PARTICIPANTS:

Although this module has been designed for individualized learning, it is not intended that you work completely and exclusively on your own. At least one other person should serve as a resource to you. This resource person should help provide the materials and equipment you need, clarify any portions of the procedures which are unclear, help you make decisions about your progress, serve you in evaluative stages, and generally facilitate your attainment of the objectives." Five specific instructions for administering the module are included.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The developers state in the section on evaluation: "Self evaluation is encouraged in specific objectives two and three by the inclusion of check lists and suggested response pages. Group evaluations are also included in specific objective 3. Pre and posttests assess progress through each specific objective."

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

Three components are required: Compiling and Using Instructional Games, Simulation/Games in Social Studies: A Report and Teaching Reading with Games. A filmstrip projector and record player are required and a resource person is needed to evaluate task performances using criteria contained in the product.

5.2 Distributor name/address:

1. Panhandle Area Educational Cooperative
   411 West Boulevard, South
   Chipley, Florida 32428
   (904) 638-4141

2. Social Science Education Consortium, Inc. (SSEC)
   855 Broadway
   Boulder, Colorado 80302
   (303) 492-8154

3. Bailey Film Associates (BFA)
   11559 Santa Monica Blvd.
   L.A., CA. 90025
   (213) 829-2901

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
1. COMPILING AND USING INSTRUCTIONAL GAMES (37 pages)	$.40 module .10 consumables	No	1	Yes
2. SIMULATION/GAMES IN SOCIAL STUDIES: A REPORT by Katherine Chapman and Jack E. Cousins (87 pages) Distributed by SSEC	$1.25	No	1	Yes
3. TEACHING READING WITH GAMES - a color and sound filmstrip. (20 minutes) distributed by BFA.	$13.00	No	1	Yes

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The Department of Staff Development and Utilization, Dade County, Florida Public Schools, had primary responsibility for coordinating the contributions and writings by a team of classroom practitioners and specialists. Mrs. Elizabeth A. Collins, Director, Dade County Department of Staff Development and Mrs. Mildred B. Augenstein, Consultant and Coordinator of the writing team, were the principal developers.

6.2 How developed and when: The instructional module was produced for use in training projects funded through a grant from the U.S. Office of Education to the State of Florida Department of Education, under Part B, Subpart 2, of the Education Professions Development (EPDA) Act (Title V of The Higher Education Act of 1965). The first edition was prepared by a development team in Pinellas County. Following field testing during the summer of 1969, the Dade County Public Schools Division of Educational Planning and Services committed the time and resources of curriculum consultants; media specialists and educational program planners for extensive revisions featured in this edition.

6.3 Evidence of effectiveness with users:

A major objective of the 1969 Florida EPDA B-2 Program was to develop individualized teacher training materials to fill a need for pre and inservice education, as articulated by teachers. This module was successfully adopted statewide and fulfilled its stated purpose.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The product is appropriate for use in learning about the function, applications and construction of instructional games. It is adaptable for use in all grade levels and subject matter. Compiling and Using and Simulation/Games are typed and mimeographed. The filmstrip and record are plain and simple in design and format and are packaged in a box.

Content accuracy/social fairness/community acceptance issues:

There appears to be a match between the content and research-drawn knowledge about the use of games in instructional settings. Age, race, sex and ethnicity are not issues here.

Overall summary/comment:

The components provide a range of types of information (theoretical and practical) presented in a variety of ways (visual, auditory, programmed, instruction test and a report) to audiences with varying degrees of experience with the subject. Teachers can match their learning needs and styles to the format and content here.

TO 7/77